

# Challenges before Nursing Educators: An Overview

Mr. Manu Chacko

Nursing Tutor, Department of Fundamentals of Nursing,  
Faculty of Nursing, Rama University, Kanpur, Uttar Pradesh, India

## ABSTRACT

Trends in health care suggest changes in nursing practice and implications for nursing education. Changing demographics, emphasis on health promotion, health care costs, movement toward community-based care, and expanding technology are factors that shape the health care system of the future and educational preparation of nurses. This article examines these trends and implications for nursing education. Faculty are faced with preparing students for future practice that will be more complex and specialized than it now is: will be provided in multiple settings; and will require extensive knowledge, critical thinking and other cognitive skills, technologic and psychomotor skills, and a value system for making ethical decisions. Other outcomes of nursing education program include learning to learn, handling ambiguity, thinking like a professional, and accepting responsibility for decisions made in practice. For nursing to assume a central role in the health care system of tomorrow, reform in nursing education is needed today.

**KEYWORDS:** Community-based care, future practice, outcomes of nursing education

## I. INTRODUCTION

"A gifted teacher is not only prepared to meet the needs of today child, but is also prepared to foresee the hopes and dreams in every child's future" (Robert John Meehan)

Nurses are on the front lines of an increasingly demanding hospital work environment," says Pellico. "Many feel they could be more effective care givers to patients if they simply had more time to spend with them. Instead, they feel mounting pressure to rush through rounds and fill out paperwork, which is not why they close to go into nursing."

Among nurse educators, arguments continue about the ideal balance of practical preparation and the need to educate the future practitioner to manage health care and to have a broader view of the practice. To meet both requirements, nurse education aims to develop a lifelong learner who can adapt effectively to changes in both the theory and practice of nursing.

### Nurse educator's contribution

Nurse educators combine clinical expertise and a passion for teaching into rich and rewarding careers. These professionals, who work in the class room and the practice setting, are responsible for preparing and mentoring current and future generations of nurses. Nurse educators play a pivotal role in strengthening the nursing workforce, serving as role models and providing the leadership needed to implement evidence-based practice.

Nurse educators are responsible for designing, implementing, evaluating and revising academic and continuing education programs for nurses. These include formal academic programs that lead to a degree or

certificate, or more informal continuing education programs designed to meet individual learning need.

Nurse educators are critical players in assuring quality educational experiences that prepare the nursing workforce for a diverse, ever-changing health care environment. They are the leaders who document the outcomes of educational programs and guide students through the learning process.

Nurse educators often express a high degree of satisfaction with their work. They typically cite interaction with students and watching future nurses grow in confidence and skill as the most rewarding aspects of their jobs. Other benefits of careers in nursing education include access to cutting-edge knowledge and research, opportunities to collaborate with health professionals, an intellectually stimulating work place and flexible work scheduling.

According to the world health organization (Health 21: Health for all in the 21<sup>st</sup> century, 1998) the 21<sup>st</sup> century offers a bright vision of better health and social care for all. However, the report Health care futures 2010 (Welsh Institute for Health and Social Care, Pontypridd, 1998) has suggested that the future is far from straightforward and will be characterized by a series of 'paradoxes'. These include: the increased emphasis on health promotion and yet the great demand for cure and treatment of illness; public reliance upon professionalism within nursing and yet greater lay assertiveness; and a greater demand for technical competence and the need for 'human' qualities linked to the debate around the issue of competency. It is imperative that we examine some of the possible implications of these

**How to cite this paper:** Mr. Manu Chacko "Challenges before Nursing Educators: An Overview" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-4, June 2021, pp.302-303, URL: [www.ijtsrd.com/papers/ijtsrd41234.pdf](http://www.ijtsrd.com/papers/ijtsrd41234.pdf)



IJTSRD41234



Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)

paradoxes and explicate their effects on the future development of nursing education.

### Changes needed

Nurse teachers have a role beyond this in encouraging students to link theory with practice, and practice with theory. Therein lies a challenge for nurse teachers to ensure they remain credible within the clinical setting and continue to provide education and support, which is firmly grounded in both practice and theory. The role of nurse teacher, it would appear, is a dynamic one that needs to engage actively the needs of the student. Nurses therefore need to be dynamic in their approach in order to respond to both local and global demands and ensure that students become competent, professional, knowledgeable and caring in their approach. New education programmes will aim to ensure that nurses, when they graduate in their field of practice, will have the high level skills needed to care for people in their particular field, while also having the knowledge and range of skills needed to provide essential care to anyone else in any setting.

In the future, nursing students will learn in hospitals and residential settings and increasingly in the wider community where care ranging from basic to highly complex is being provided more frequently.

In order to complete their education programmes successfully, nursing students will have to demonstrate knowledge and competence in practice at degree level. This means that they have to be able to justify their actions based on evidence.

### Vision for nursing education

Nursing education faces a period of change within the next decade. Blue prints for educational change have been developed in the United Kingdom, Australia and Canada. Change in education needs to be planned rather than a reaction to internal or external pressures. Blue prints for education should extend beyond the entry to practice level and include specialization, baccalaureate and graduate education. A plan for practice for the future should encompass both hospital and community based health care.

Nursing practitioners as well as nurse educators need to be involved in educational planning. In light of the changing student body and societal needs, consideration must be given to the development of a variety of models for nursing education. prior to instituting wholesale change, pilot projects need to be developed and tested. Plans for preparing adult educators competent in the use of modern technology, are a necessary adjunct to new programme development. Education also needs to be available to the practicing nurse to enable professional growth. Professional associations must play a role in educating nurses, other professionals and consumers or nursing care on the changing roles and functions of the nurse, as movement is made toward the goal of 'Health For All By The Year 2000'.

### Conclusion

Market- driven economic policy, dramatic technology developments, changing demographics, and the knowledge explosion are rapidly changing health care and educational institutions as well as creating a climate of continuous rapid change. Nursing contract with society requires the profession to be responsive to these changes.

### References

- [1] Neeraja KP. Textbook of Nursing education. New Delhi: Jaypee Brothers, Medical Publisher LTD; 2003.
- [2] Med India (Internet). India to invest Rs 3 billion for nursing education; 2007 Sep 13 (cited 2009 Sep 15). Available from: <http://www.medindia.net/news/India-to-invest-Rs3-Bn-for-Nursing-Education-26325-1.htm>
- [3] Kulkarni AB. Facelift for nursing services in India. The Nursing Journal of India. 2009 Jan; C (1).. Available from: <http://www.tnaionline.org/jan-09/1.htm>
- [4] Nalini R. Problems faced by nurses in their workplace. The Nursing Journal of India .2009 Jul; C (7)
- [5] Latheef A. Nursing education need for better care. The Hindu (Internet). 2007 May 26.